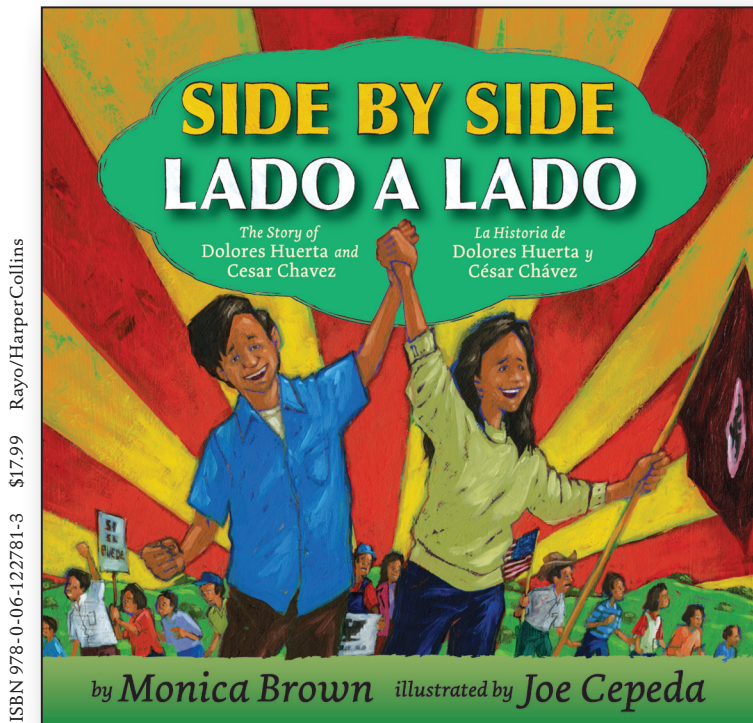


CURRICULUM GUIDE



SIDE BY SIDE

The Story of Dolores Huerta
and Cesar Chavez

LADO A LADO

La historia de Dolores Huerta
y César Chávez

Monica Brown

Illustrated by **Joe Cepeda**

DOLORES HUERTA AND CESAR CHAVEZ were two of the most influential crusaders for workers' rights in the twentieth century. Together they voiced the plight of migrant farm workers through nonviolent demonstrations and boycotts that instigated change across a nation.

Monica Brown's stirring portrait of these two leaders, *Side by Side: The Story of Dolores Huerta and Cesar Chavez/Lado a lado: La historia de Dolores Huerta y César Chávez*, will inspire and empower young readers to champion the important issues facing our society. ¡Sí, se puede! Yes, we can!

BEFORE READING

- *Side by Side/Lado a lado* tells of the power of two people working together to solve a problem. What kinds of problems are best solved through teamwork? What does it take to make a strong team? Have you ever worked with a team to solve a problem? How did being part of a team make you feel?
- A labor union is an organization of workers formed to promote the interests of its members in terms of wages, working conditions and benefits. Discuss how Cesar Chavez established a union to improve the working conditions of farm laborers.

AFTER READING

- Cesar Chavez once said, "Talk is cheap. . . . It is the way we organize and use our lives every day that tells what we believe in." Discuss how this statement is true in the lives of Cesar Chavez and Dolores Huerta. Can you think of others who also lead their lives by example? How are they the same or different from Chavez and Huerta?
- Look at the timelines of the lives of Cesar Chavez and Dolores Huerta (guide pages 3 and 4). The events of their lives are scrambled. Place a number one next to the first thing that happened in Huerta's and in Chavez's lives and continue until all events are numbered in the correct order.

- The events in Huerta's and Chavez's lives are connected like a chain; each event is linked to another. Complete the "Cause and Effect" worksheet (guide page 5) to help you better understand why Huerta and Chavez chose to help the cause of migrant farm workers.
- Many hands work to put the food on your table—from the farm workers who plant and pick the vegetables, to those who wash and prepare them for shipping, to the grocery store worker who puts them on the shelves. Complete the "Field to Table" worksheet (guide pages 6 and 7) to investigate all of the hands that help bring strawberries, lettuce, and other produce to your market for you to then buy and eat.
- "Where I'm From" poems describe all of the experiences that shape who people become. People are made up of more than names, birth dates, and appearances—people are who they are because of their experiences and their environment. A "Where I'm From" poem might describe a student's life as:

I am from heavy text books, raising my hand in class.

I am from Saturdays on soccer fields and sweet oranges at halftime.

I am from the green chair in my living room, where I curl up to read my favorite book.

I am from trips to the supermarket with my grandma, helping her load and unload bags of groceries each week.

Think of all of the life experiences that helped to shape Cesar Chavez and Dolores Huerta. Individually or as a class, use facts about their lives to create poems for each leader using the "Where I'm From" pattern.

- Dolores Huerta is famous for saying, "*¡Sí, se puede!*" ("Yes, we can!") when many farm workers doubted that they could band together to improve their lives. Brainstorm ways that you could bring about change in your classroom, home, and community. Have the students write "I Can" statements on strips of construction paper. Link the paper strips with "I Can" statements together to make a paper chain of change to hang in your classroom. Add more links through the year as your class thinks of more ideas for change. In class meetings, discuss what students are doing to make the changes listed on the paper chain happen at home, in the classroom or in the community.

LINKS Visit these websites to learn more:

United Farm Workers <http://www.ufw.org/>

Dolores Huerta Foundation <http://www.doloreshuerta.org/>

Cesar Chavez Foundation <http://www.cesarchavezfoundation.org/>

MONICA BROWN, Ph.D., is the author of several award-winning bilingual and multicultural books, including *My Name Is Celia: The Life of Celia Cruz/Me llamo Celia: La vida de Celia Cruz*, winner of the Américas Award for Children's Literature and a Pura Belpré Honor. She is a professor of English at Northern Arizona University, specializing in U.S. Latino literature and multicultural literature. She lives with her family in Flagstaff, Arizona. Learn more about her life and work at www.monicabrown.net.

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TIMELINE OF CESAR CHAVEZ'S LIFE

Number each event in Cesar Chavez's life in the order in which it happened. Write "1" next to the first event and continue numbering until all events are numbered in the correct order.

- _____ **a.** When Cesar and his friends worked in the fields, they were hurt by dangerous tools and pesticides sprayed on the plants.
- _____ **b.** Cesar Chavez and Dolores Huerta met and began to work together to improve the working conditions of farm workers.
- _____ **c.** Cesar's family lost their home and they had to become migrant farm workers.
- _____ **d.** Cesar and Dolores drove from town to town to invite farm workers to join *la causa*, the cause for justice.
- _____ **e.** Cesar's family had to move to California to follow the crops and to work in the fields.
- _____ **f.** Cesar led farm workers on a 340-mile march to Sacramento, the capital of California, to demand that workers be paid enough to live on.
- _____ **g.** Cesar asked people to stop buying grapes from California because the poisons the growers used made the farm workers sick.
- _____ **h.** Cesar stopped eating for thirty-six days so that others would understand how important it was to protect farm workers.

1. c; 2. e; 3. a; 4. b; 5. d; 6. g; 7. f; 8. h
ANSWERS

TIMELINE OF DOLORES HUERTA'S LIFE

Number each event in Dolores Huerta's life in the order in which it happened. Write "1" next to the first event and continue numbering until all events are numbered in the correct order.

- _____ **a.** Dolores grew up and became a teacher. She taught farm workers' children.
- _____ **b.** Dolores Huerta and Cesar Chavez met and began to work together to improve working conditions for farm workers.
- _____ **c.** Dolores Huerta was born in New Mexico.
- _____ **d.** Dolores continues to work and march for justice for the poor.
- _____ **e.** Dolores' mother let farm worker families stay at her hotel for free when they had no place to sleep.
- _____ **f.** Dolores moved to California with her mother and brothers. She raised money for soldiers fighting in World War II.
- _____ **g.** Dolores and Cesar drove from town to town to invite farm workers to join *la causa*, the cause for justice.
- _____ **h.** When the farm workers grew discouraged when fighting for their rights and said, "We can't do it," Dolores Huerta said, "*¡Sí, se puede!* Yes, we can!"
- _____ **i.** Cesar and Dolores asked people to stop buying grapes from California because the poisons the growers used made the farm workers sick.

1. c; 2. f; 3. e; 4. a; 5. b; 6. g; 7. i; 8. h; 9. d
ANSWERS

CAUSE AND EFFECT

The events in Dolores Huerta's and Cesar Chavez's lives are connected like a chain; each event is linked to other. Complete the boxes below to help you better understand why Huerta and Chavez chose to help the cause of migrant farm workers.

cause	effect
EXAMPLE: Cesar Chavez's family lost their home in Arizona.	The Chavez family became migrant farm workers

Side by Side/Lado a lado This page may be reproduced for free distribution.

FIELD TO TABLE

Using the words in the Word Bank, list each person's job in order near the outline of hands to show how many hands are involved in bringing food from the farm to your table.



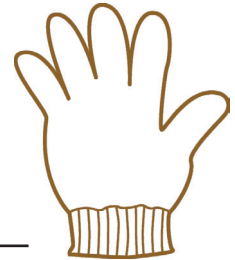
1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



Word Bank

Grocery Stocker

Washer

Truck Driver

Picker

Planter

Packager

NAME _____

FIELD TO TABLE

Now look at all of the hands that work to bring you food. Discuss what difficulties the farm workers may face in their jobs, for example: exposure to pesticides. Write about some of the challenges the farm workers must deal with on a daily basis.

Look at a grocery store flyer to see the cost of produce. Discuss the “true cost” of the produce you eat. Record some of your thoughts below.

CORRECT ORDER OF JOBS (previous page):
1. Planter; 2. Picker; 3. Washer; 4. Packager; 5. Truck Driver; 6. Grocery Stocker